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ABSTRACT

This document is a companion to the North Dakota Social Studies Standards (December 2000), and provides descriptions of levels of student performance and achievement in relation to the state standards and benchmarks. It is designed for use by all educators in grades K-12. Components of the document include: content standards (statement that describes what students should know and the skills they should have in a specific content area); benchmarks (statements of knowledge and skill that define a standard at a given developmental level e.g., grades 4, 8, and 12); and performance levels (level 4 advanced proficiency; level 3 proficient; level 2 partially proficient; level 1 novice). The performance levels defined in this document are written as expectations for students when they complete grades 4, 8, and 12. These standards are divided into: (1) "Nature and Scope of History"; (2) "Political Institutions"; (3) "Economic Systems"; (4) "Social Studies Resources"; (5) "Role of the Citizen"; (6) "Geography"; (7) "Culture"; (8) "Sociology and Psychology"; (9) "Sovereignty." Also included are: a list of nine Web sites for reference; a list of resources; and a glossary. (Contains 16 references.) (BT)

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ED 472 111

North Dakota
Standards and Benchmarks

Performance Standards

Social Studies

September 2001

SO 034 519

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The North Dakota Social Studies Benchmark Performance Level Rubrics were written by a group of dedicated and talented North Dakota teachers. These teachers believe in working together and assisting other teachers throughout the state with guidelines to determine expected levels of student performance. The best people to determine the expectancy level in social studies are the people who teach social studies. The Performance Levels give the expected level of achievement for each of the previously written North Dakota Social Studies Standards, (December, 2000).

Recognition is given to the North Dakota teachers who worked on this project which began in May, 2000. Teachers from different school systems, varied perspectives, varied levels of experience, and varied grade levels were selected to participate in the project. The project members consisted of co-coordinators, team leaders, and teachers divided into three groups; grades K-4, 5-8, and 9-12. Other personnel included within the state were the project consultant, project evaluator, and logistics support. This group of people worked many hours to arrive at the final copy of the Performance Levels. This document is one that can be continually reviewed and improved. Many thanks to the reviewers; other teachers, administrators, and state agency personnel, who critiqued the Performance Levels. Their comments and suggestions were included in the rewriting and editing of the Performance Levels. Without the dedication of all involved this document would not have been developed.

This document reflects the combined effort of many knowledgeable and committed North Dakota educators to improve education throughout our state.

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PREFACE

This document is a companion to the **North Dakota Social Studies Standards** (December, 2000). It provides descriptions of various levels of student performance and achievement in relation to the state standards and benchmarks.

The components of the document include:

- **Content Standards** – general statements that describe what students should know and the skills they should have in a specific content area.

- **Benchmarks** – statements of knowledge and skill that define a standard at a given developmental level (e.g., grades 4, 8, and 12).

- **Performance Levels** –
  Level 4 advanced proficiency
  Level 3 proficient
  Level 2 partially proficient
  Level 1 novice

Level 3 describes what North Dakota educators hold to be the standard, a high yet achievable performance that can be expected of most of our students.

These performance levels are intended as a guide to:
- help teachers understand the expected achievement of the standards in social studies
- assist social studies instruction
- measure growth over time
- communicate with students, parents, and others about social studies achievement

The performance levels defined in this document are written as expectations for students when they complete grades 4, 8, and 12. This document is designed for use by all educators in grades K-12. The performance levels for any standard assume increases in detail and knowledge as the grade level rises. Therefore, the performance levels expectations may appear similar across the grade levels.

NORTH DAKOTA SOCIAL STUDIES CONTENT STANDARDS

Standard 1: **NATURE AND SCOPE OF HISTORY**
Students understand the nature and scope of history.

Standard 2: **POLITICAL INSTITUTIONS**
Students understand how political institutions develop and function.

Standard 3: **ECONOMIC SYSTEMS**
Students understand the structure of different types of economic systems and the principles that govern them.

Standard 4: **SOCIAL STUDIES RESOURCES**
Students use social studies resources for a variety of purposes.

Standard 5: **ROLE OF THE CITIZEN**
Students understand the role of the citizen in society.

Standard 6: **GEOGRAPHY**
Students understand geographic elements as applied to social studies.

Standard 7: **CULTURE**
Students understand the importance of culture.

Standard 8: **SOCIOLOGY AND PSYCHOLOGY**
Students understand the basic concepts of sociology and psychology.

Standard 9: **SOVEREIGNTY**
Students understand the concept of sovereignty in relation to the tribal nations of North Dakota.

SUMMARY OF BENCHMARKS BY STANDARD

Standard 1: NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

Grades K-4 Benchmarks	
4.1.1	Know key events, people, and ideas and understand their contribution to the history of the United States.
4.1.2	Know key events, people, and ideas and understand their contribution to the history of North Dakota.
4.1.3	Understand the role of and use chronological order, sequences, and relationships to describe historical events and periods of history.

Grades 5-8 Benchmarks	
8.1.1	Understand the role of chronology and perspective in describing historical events and periods of history.
8.1.2	Understand how key events, people, and ideas contributed to North Dakota history.
8.1.3	Understand how key events, people, and ideas contributed to United States history.
8.1.4	Understand how key events, people, and ideas contributed to world history.

Grades 9–12 Benchmarks	
12.1.1	Understand the role of chronological thinking in describing and investigating historical events and time periods.
12.1.2	Understand the principles governing historical analysis and interpretation.
12.1.3	Understand the development and influence of world civilizations.
12.1.4	Understand how key events, people, and ideas affected United States History.
12.1.5	Understand how key events, people, and ideas affected world history.

Standard 2: POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

Grades K-4 Benchmarks	
4.2.1	Know the basic roles of the three branches of government in the United States.
4.2.2	Know the basic functions that government performs in one's school, community, state, tribal nation, and nation.

Grades 5-8 Benchmarks	
8.2.1	Understand the structure, function, and purposes of political processes at the local, state, tribal, and federal levels.
8.2.2	Understand the basic principles of the Constitution and related significant documents.
8.2.3	Understand the powers of the legislative, executive, and judicial branches and the concept of checks and balances.
8.2.4	Understand the structure, function, purpose, and role of the local, state, tribal, and federal governments.

Grades 9–12 Benchmarks	
12.2.1	Understand the structures and purposes of governments.
12.2.2	Understand the foundations, operations, and structures of the American political system.
12.2.3	Understand the role of American political institutions in international affairs.

Standard 3: ECONOMIC SYSTEMS

Students understand different types of economic systems.

Grades K-4 Benchmarks	
4.3.1	Understand the concept of supply and demand.
4.3.2	Understand how various factors influence economic decisions.
4.3.3	Understand the role of currency in everyday life.

Grades 5-8 Benchmarks	
8.3.1	Understand the principles governing economic decision making at the state, national, and international level.
8.3.2	Understand the structure of the United States economic system.
8.3.3	Know the various kinds of specialized institutions that exist in market economies.
8.3.4	Understand the importance of management of personal finances.

Grades 9–12 Benchmarks	
12.3.1	Understand the principles and problems of traditional, command, market, and mixed economies.
12.3.2	Understand how major economic forces and institutions influence individual decisions of producers, consumers and investors.
12.3.3	Understand how interdependence affects the global marketplace.

Standard 4: SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

Grades K-4 Benchmarks	
4.4.1	Understand and use maps, graphs, charts, globes, atlases, and computer programs to locate and organize information about people, places, and events.
4.4.2	Use primary and secondary resources to gather, interpret, or evaluate information about people, places, and events.
4.4.3	Use printed and electronic media to gather, organize, and interpret information about current events.

Grades 5-8 Benchmarks	
8.4.1	Use various map forms, tools, and technologies to acquire, process and report information.
8.4.2	Use primary and secondary sources to gather, interpret, analyze, and evaluate historical events and time periods.
8.4.3	Use technology to gather, organize, record, interpret, and evaluate historical events and time periods.

Grades 9–12 Benchmarks	
12.4.1	Use primary sources to analyze, interpret, evaluate, or synthesize information related to social studies.
12.4.2	Interpret and evaluate the credibility of primary and secondary sources.
12.4.3	Use technology to access, record, and analyze information related to social studies.

Standard 5: THE ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

Grades K-4 Benchmarks	
4.5.1	Understand the role of laws in helping people live and work in society.
4.5.2	Know the roles, rights, and responsibilities of a citizen in a democratic society.

Grades 5-8 Benchmarks	
8.5.1	Know the rights and responsibilities of an effective American citizen.
8.5.2	Understand the necessity of citizen participation in the political process.

Grades 9–12 Benchmarks	
12.5.1	Understand the benefits and challenges of the rights of citizenship.
12.5.2	Understand the responsibilities of citizenship and the components of civic participation.

Standard 6: GEOGRAPHY

Students understand geographic elements as applied to social studies.

Grades K-4 Benchmarks	
4.6.1	Read maps and understand how to use them.
4.6.2	Understand the characteristics of various types of places and regions.
4.6.3	Understand how physical systems shape the earth.
4.6.4	Understand the characteristics of human systems.
4.6.5	Understand the interactions between the physical environment and human systems.
4.6.6	Understand the uses of geography.

Grades 5-8 Benchmarks	
8.6.1	Understand how to use geographic tools to describe and locate physical features and places.
8.6.2	Understand the relationship between the characteristics of various world places and regions and historical events and people.
8.6.3	Understand how Earth's physical system influences human systems.
8.6.4	Understand how human activity affects the physical environment.
8.6.5	Understand how geographical methods and tools are used to interpret the past, understand the present, and plan for the future.

Grades 9–12 Benchmarks	
12.6.1	Understand the relationship between geographic elements and concepts in history, government, and economics.
12.6.2	Understand the interactions of geography and the physical and human environment.
12.6.3	Know the characteristics and uses of geographic tools and use these tools to organize and communicate information.

Standard 7: CULTURE

Students understand the importance of culture.

Grades K-4 Benchmarks	
4.7.1	Understand the cultural diversity that exists among groups of people.
4.7.2	Understand the role of language, customs, and traditions in cultures.
4.7.3	Understand that different groups, societies, and cultures have similar wants and needs.

Grades 5-8 Benchmarks	
8.7.1	Understand the relationship between socio-economics and culture.
8.7.2	Understand how culture influences gender roles, ethics, and ideology.
8.7.3	Understand how culture influences family relationships, religion, and social institutions.

Grades 9–12 Benchmarks	
12.7.1	Understand how variations in the elements of culture lead to diversity among cultures.
12.7.2	Understand the role of the humanities, religion, and beliefs in defining and preserving culture.

Standard 8: SOCIOLOGY AND PSYCHOLOGY

Students understand the basic concepts of sociology and psychology.

Grades K-4 Benchmarks	
4.8.1	Understand the basic elements of individual and group behavior and interaction.
4.8.2	Understand how institutions are formed and what controls and influences each.

Grades 5-8 Benchmarks	
8.8.1	Understand the process of emerging personality growth and development.
8.8.2	Understand the principles governing individual and group behavior within social structures.
8.8.3	Understand how individuals and institutions influence each other.

Grades 9–12 Benchmarks	
12.8.1	Know the process of personality growth and development.
12.8.2	Understand the principles governing human behavior within social structures.
12.8.3	Understand how experimental methods are applied to the study of the basic concepts of sociology and psychology.

Standard 9: SOVEREIGNTY

Students understand the concept of sovereignty and its relation to tribal nations in North Dakota.

Grades K-4 Benchmarks	
4.9.1	Know the rights guaranteed by sovereignty.
4.9.2	Know names, locations, and key features of the tribal nations in North Dakota.
4.9.3	Understand the relationship of tribal governments to the North Dakota and United States governments.

Grades 5-8 Benchmarks	
8.9.1	Know the significant events and people in the history of tribal nations in North Dakota as sovereign governments.
8.9 2	Understand how political, social, and economic forces have affected the sovereignty of tribal nations in North Dakota.

Grades 9–12 Benchmarks	
12.9.1	Understand the role of constitutional provisions, Supreme Court cases and laws in forming the basis of the federal-Indian relationship.
12.9.2	Understand the historical role of treaty making in the relationship between the United States government and the Indian nations.
12.9.3	Understand the significance of major issues, events, and conflicts in tribal history.
12.9.4	Understand how political and economic forces have affected the sovereignty of tribal nations in North Dakota.
12.9.5	Understand tribal concerns within the tribal community and outside the reservation.

PERFORMANCE LEVELS FOR STANDARDS AND BENCHMARKS

Grades K - 4

K-4 PERFORMANCE LEVELS FOR STANDARDS AND BENCHMARKS

Standard 1: NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

4.1.1 Know key events, people, and ideas and understand their contribution to the history of the United States.

Level 4: Student elaborately identifies key events, people, ideas, and supports their contribution to the history of the United States.

Level 3: Student identifies key events, people, ideas, and supports their contribution to the history of the United States.

Level 2: Student has difficulty identifying key events, people, ideas, and supporting their contribution to the history of the United States.

Level 1: Student attempts to identify key events, people, and ideas with little or no support of their contribution to the history of the United States.

4.1.2 Know key events, people, and ideas and understand their contribution to the history of North Dakota.

Level 4: Student elaborately identifies key events, people, ideas, and supports their contribution to the history of North Dakota.

Level 3: Student identifies key events, people, ideas, and supports their contribution to the history of North Dakota.

Level 2: Student has difficulty identifying key events, people, ideas, and supporting their contribution to the history of North Dakota.

Level 1: Student attempts to identify key events, people, and ideas with little or no support of their contribution to the history of North Dakota.

4.1.3 Understand the role of and use of chronological order, sequences, and relationships to describe historical events and periods of history.

Level 4: Student interprets the role of and use of chronological order, sequences, and relationships to describe historical events and periods of history.

Level 3: Student demonstrates the role of and use of chronological order, sequences, and relationships to describe historical events and periods of history.

Level 2: Student has difficulty demonstrating understanding of the role of and use of chronological order, sequences, and relationships to describe historical events and periods of history.

Level 1: Student demonstrates little or no understanding of the role of and use of chronological order, sequences, and relationships to describe historical events and periods of history.

Standard 2: POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

4.2.1 Know the basic roles of the three branches of government in the United States.

Level 4: Student explains the basic roles of the three branches of government in the United States.

Level 3: Student identifies the basic role of the three branches of government in the United States.

Level 2: Student has difficulty identifying the basic roles of the three branches of government in the United States.

Level 1: Student displays little or no understanding of the basic roles of the three branches of government in the United States.

4.2.2 Know the basic functions that government performs in one's school, community, state, tribal nation, and nation.

Level 4: Student explains the basic functions that government performs in one's school, community, state, tribal nation, and nation.

Level 3: Student identifies the basic functions that government performs in one's school, community, state, tribal nation, and nation.

Level 2: Student has difficulty identifying the basic functions that government performs in one's school, community, state, tribal nation, and nation.

Level 1: Student displays little or no understanding of the basic functions that government performs in one's school, community, state, tribal nation, and nation.

Standard 3: ECONOMIC SYSTEMS

Students understand different types of economic systems.

4.3.1 Understand the concept of supply and demand.

Level 4: Student interprets the concept of supply and demand in real life.

Level 3: Student defines the concept of supply and demand in real life.

Level 2: Student recognizes the concept of supply and demand in real life.

Level 1: Student displays little or no recognition of the concept of supply and demand in real life.

4.3.2 *Understand how various factors influence economic decisions.*

Level 4: Student explains how various factors influence economic decisions.

Level 3: Student identifies how various factors influence economic decisions.

Level 2: Student has difficulty recognizing how various factors influence economic decisions.

Level 1: Student displays little or no recognition of how various factors influence economic decisions.

4.3.3 *Understand the role of currency in everyday life.*

Level 4: Student applies the role of currency in everyday life.

Level 3: Student describes the role of currency in everyday life.

Level 2: Student identifies the role of currency in everyday life.

Level 1: Student displays little or no recognition of the role of currency in everyday life.

Standard 4: SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

4.4.1 *Understand and use maps, graphs, charts, globes, atlases, and computer programs to locate and organize information about people, places, and events.*

Level 4: Student analyzes and demonstrates use of maps, graphs, charts, globes, atlases, and computer programs to locate and organize information about people, places, and events.

Level 3: Student demonstrates use of maps, graphs, charts, globes, atlases, and computer programs to locate and organize information about people, places, and events.

Level 2: Student shows developing understanding of the use of maps, graphs, charts, globes, atlases, and computer programs to locate and organize information about people, places, and events.

Level 1: Student shows little or no understanding of the use of maps, graphs, charts, globes, atlases, and computer programs to locate and organize information about people, places, and events.

4.4.2 *Use primary and secondary resources to gather, interpret, or evaluate information about people, places, and events.*

Level 4: Student demonstrates use of multiple primary and secondary resources to gather, interpret, or evaluate information about people, places and events.

Level 3: Student demonstrates the use of primary and secondary resources to gather, interpret, or evaluate information about people, places and events.
Level 2: Student has difficulty demonstrating the use of primary and secondary resources to gather, interpret, or evaluate information about people, places, and events.

Level 1: Student demonstrates little or no identification of primary and secondary resources to gather, interpret, or evaluate information about people, places, and events.

4.4.3 *Use printed and electronic media to gather, organize, and interpret information about current events.*

Level 4: Student provides an expanded demonstration of the use of printed and electronic media to gather, organize, and interpret information about current events.

Level 3: Student demonstrates the use of printed and electronic media to gather, organize, and interpret information about current events.

Level 2: Student has difficulty demonstrating the use of printed and electronic media to gather, organize, and interpret information about current events.

Level 1: Student demonstrates little or no identification of printed and electronic media to gather, organize, and interpret information about current events.

Standard 5: THE ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

4.5.1 *Understand the role of laws in helping people live and work in society.*

Level 4: Student analyzes the role of laws in helping people live and work in society.

Level 3: Student explains the role of laws in helping people live and work in society.

Level 2: Student recognizes the role of laws in helping people live and work in society.

Level 1: Student shows little or no recognition of the role of laws in helping people live and work in society.

4.5.2 *Know the roles, rights, and responsibilities of a citizen in a democratic society.*

Level 4: Student simulates roles, rights, and responsibilities of a citizen in a democratic society.

Level 3: Student identifies roles, rights, and responsibilities of a citizen in a democratic society.

Level 2: Student shows developing understanding of the roles, rights, and responsibilities of a citizen in a democratic society.

Level 1: Students shows little or no understanding of the roles, rights, and responsibilities of a citizen in a democratic society.

Standard 6: GEOGRAPHY

Students understand geographic elements as applied to social studies.

4.6.1 *Read maps and understand how to use them.*

Level 4: Student analyzes a variety of maps, and demonstrates, in multiple ways, how to use them.

Level 3: Student reads maps and demonstrates how to use them.

Level 2: Students reads maps and shows developing understanding of how to use them.

Level 1: Student attempts to read maps, but shows little or no understanding of how to use them.

4.6.2 *Understand the characteristics of various types of places and regions.*

Level 4: Student elaborates on the characteristics of various types of places and regions.

Level 3: Student describes the characteristics of various types of places and regions.

Level 2: Student has difficulty recognizing the characteristics of various types of places and regions.

Level 1: Student shows little or no recognition of the characteristics of various types of places and regions.

4.6.3 Understand how physical systems shape the earth.

Level 4: Student analyzes how physical systems shape the earth.

Level 3: Student explains how physical systems shape the earth.

Level 2: Student has difficulty understanding how physical systems shape the earth.

Level 1: Student has little or no understanding how physical systems shape the earth.

4.6.4 Understand the characteristics of human systems.

Level 4: Student gives a detailed explanation of the characteristics of human systems.

Level 3: Student explains the characteristics of human systems.

Level 2: Student has difficulty explaining the characteristics of human systems.

Level 1: Student has little or no understanding of the characteristics of human systems.

4.6.5 Understand the interactions between the physical environment and human systems.

Level 4: Student compares the interactions between the physical environment and human systems.

Level 3: Student describes the interactions between the physical environment and human systems.

Level 2: Student has difficulty describing the interactions between the physical environment and human systems.

Level 1: Student has little or no understanding of the interactions between the physical environment and human systems.

4.6.6 Understand the uses of geography.

Level 4: Student demonstrates and gives examples of the uses of geography.

Level 3: Student demonstrates the uses of geography.

Level 2: Student shows developing understanding of the uses of geography.

Level 1: Student shows little or no understanding of the uses of geography.

Standard 7: CULTURE

Students understand the importance of culture.

4.7.1 Understand the cultural diversity that exists among groups of people.

Level 4: Student compares the cultural diversity that exists among groups of people.

Level 3: Student describes the cultural diversity that exists among groups of people.

Level 2: Student recognizes the cultural diversity that exists among groups of people.

Level 1: Student shows little or no recognition of the cultural diversity that exists among groups of people.

4.7.2 Understand the role of language, customs, and traditions in cultures.

Level 4: Student compares the role of language, customs, and traditions in culture.

Level 3: Student describes the role of language, customs, and traditions in cultures.

Level 2: Student recognizes the role of language, customs, and traditions in cultures.

Level 1: Student shows little or no recognition of the role of language, customs, and traditions in cultures.

4.7.3 Understand that different groups, societies, and cultures have similar wants and needs.

Level 4: Student explains that different groups, societies, and cultures have similar wants and needs.

Level 3: Student recognizes that different groups, societies, and cultures have similar wants and needs.

Level 2: Student has difficulty recognizing that different groups, societies, and cultures have similar wants and needs.

Level 1: Student shows little or no recognition that different groups, societies, and cultures have similar wants and needs.

Standard 8: SOCIOLOGY AND PSYCHOLOGY

Students understand the basic concepts of sociology and psychology.

4.8.1 Understand the basic elements of individual and group behavior and interaction.

Level 4: Student describes basic elements of individual and group behavior and interaction.

Level 3: Student recognizes the basic elements of individual and group behavior and interaction.

Level 2: Student shows limited recognition of the basic elements of individual and group behavior and interaction.

Level 1: Student shows little or no recognition of the basic elements of individual and group behavior and interaction.

4.8.2 Understand how institutions are formed and what controls and influences each.

Level 4: Student identifies and describes how institutions are formed and what controls and influences each.

Level 3: Student recognizes how institutions are formed and what controls and influences each.

Level 2: Student displays developing recognition of how institutions are formed and what controls and influences each.

Level 1: Student displays little or no recognition of how institutions are formed and what controls and influences each.

Standard 9: SOVEREIGNTY

Students understand the concept of sovereignty and its relation to the tribal nations of North Dakota.

4.9.1 Know the rights guaranteed by sovereignty.

Level 4: Student identifies the rights guaranteed by sovereignty.

Level 3: Student recognizes the rights guaranteed by sovereignty.

Level 2: Student has difficulty recognizing the rights guaranteed by sovereignty.

Level 1: Student displays little or no recognition of the rights guaranteed by sovereignty.

4.9.2 *Know names, locations, and key features of the tribal nations in North Dakota.*

Level 4: Student identifies names, locations, and key features of the tribal nations of North Dakota.

Level 3: Student recognizes names, locations, and key features of the tribal nations in North Dakota.

Level 2: Student has difficulty recognizing names, locations, and key features of the tribal nations in North Dakota.

Level 1: Student displays little or no recognition of names, locations, and key features of the tribal nations in North Dakota.

4.9.3 *Understand the relationship of tribal governments to the North Dakota and United States governments.*

Level 4: Student identifies the relationship of tribal government to the North Dakota and United States governments.

Level 3: Student recognizes the relationship of tribal government to the North Dakota and United States governments.

Level 2: Student has difficulty recognizing the relationship of tribal government to the North Dakota and United States governments.

Level 1: Student displays little or no recognition of the relationship of tribal government to the North Dakota and United States governments.

PERFORMANCE LEVELS FOR STANDARDS AND BENCHMARKS

Grades 5 - 8

5-8 PERFORMANCE LEVELS FOR STANDARDS AND BENCHMARKS

Standard 1: NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

8.1.1 Understand the role of chronology and perspective in describing historical events and period of history.

Level 4: Student analyzes the role of chronology and perspective in describing historical events and period of history.

Level 3: Student describes the role of chronology and perspective in describing historical events and period of history.

Level 2: Student provides a limited description of the role of chronology and perspective in describing historical events and period of history.

Level 1: Student provides little or no description of the role of chronology and perspective in describing historical events and period of history.

8.1.2 Understand how key events, people, and ideas contributed to North Dakota history.

Level 4: Student describes how key events, people and ideas contributed to North Dakota history, with explanations of their significance.

Level 3: Student describes how key events, people and ideas contributed to North Dakota history.

Level 2: Student describes some key events, people and ideas that contributed to North Dakota history.

Level 1: Student provides little or no description of key events, people, and ideas that contributed to North Dakota history.

8.1.3 Understand how key events, people, and ideas contributed to United States history.

Level 4: Student describes how key events, people and ideas contributed to United States history, with explanations of their significance.

Level 3: Student describes how key events, people and ideas contributed to United States history.

Level 2: Student describes some key events, people and ideas that contributed to United States history.

Level 1: Student provides little or no description of key events, people, and ideas that contributed to United States history.

8.1.4 Understand how key events, people, and ideas contributed to world history.

Level 4: Student describes how key events, people and ideas contributed to world history, with explanations of their significance.

Level 3: Student describes how key events, people and ideas contributed to world history.

Level 2: Student describes some key events, people and ideas that contributed to world history.

Level 1: Student provides little or no description of key events, people, and ideas that contributed to world history.

Standard 2: POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

8.2.1 Understand the structure, function, and purposes of political processes at the local, state, tribal, and federal levels.

Level 4: Student analyzes the structure, function, and purposes of political processes at the local, state, tribal, and federal levels.

Level 3: Student describes the structure, function, and purposes of political processes at the local, state, tribal, and federal levels.

Level 2: Student describes some of the structures, functions, and purposes of political processes at the local, state, tribal, and federal levels.

Level 1: Student provides little or no description of the structure, function, and purposes of political processes at the local, state, tribal, and federal levels.

8.2.2 Understand the basic principles of the Constitution and related significant documents.

Level 4: Student explains the basic principles of the Constitution and related significant documents, providing relevant examples of their importance.

Level 3: Student explains the basic principles of the Constitution and related significant documents.

Level 2: Student identifies some of the basic principles of the Constitution and related significant documents.

Level 1: Student has difficulty identifying the basic principles of the Constitution and related significant documents.

8.2.3 Understand the powers of the legislative, executive, and judicial branches and the concept of checks and balances.

Level 4: Student compares and contrasts the powers of the legislative, executive, and judicial branches and the concept of checks and balances, including relevant examples.
Level 3: Student describes the powers of the legislative, executive, and judicial branches and the concept of checks and balances.

Level 2: Student identifies some of the powers of the legislative, executive, and judicial branches and the concept of checks and balances.

Level 1: Student has difficulty identifying the powers of the legislative, executive, and judicial branches and the concept of checks and balances.

8.2.4 Understand the structure, function, purpose, and role of the local, state, tribal, and federal governments.

Level 4: Student analyzes the structure, function, purpose, and role of the local, state, tribal, and federal governments.

Level 3: Student describes the structure, function, purpose, and role of the local, state, tribal, and federal governments.

Level 2: Student identifies some of the structure, function, purpose, and role of the local, state, tribal, and federal governments.

Level 1: Student has difficulty identifying the structure, function, purpose, and role of the local, state, tribal, and federal governments.

Standard 3: ECONOMIC SYSTEMS

Students understand different types of economic systems.

8.3.1 Understand the principles governing economic decision making at the state, national, and international levels.

Level 4: Student describes the principles governing economic decision making at the state, national, and international levels.

Level 3: Student identifies the principles governing economic decision making at the state, national, and international levels.

Level 2: Student partially identifies the principles governing economic decision making at the state, national, and international levels.

Level 1: Student has difficulty identifying the principles governing economic decision making at the state, national, and international levels.

8.3.2 Understand the structure of the United States' economic system.

Level 4: Student analyzes the structure of the United States' economic system.

Level 3: Student explains the structure of the United States' economic system.

Level 2: Student provides a partial explanation of the structure of the United States' economic system.
Level 1: Student has difficulty explaining the structure of the United States' economic system.

8.3.3 Know the key features of various kinds of specialized institutions that exist in market economies.

Level 4: Student describes the key features of various kinds of specialized institutions that exist in market economies.

Level 3: Student identifies the key features of various kinds of specialized institutions that exist in market economies.

Level 2: Student identifies some of the key features of various kinds of specialized institutions that exist in market economies.

Level 1: Student identifies few or none of the key features of various kinds of specialized institutions that exist in market economies.

8.3.4 Understand the importance of management of personal finances.

Level 4: Student describes the importance of management of personal finances with examples of sound financial practices.

Level 3: Student describes the importance of management of personal finances.

Level 2: Student provides a limited description of the importance of management of personal finances.

Level 1: Student has difficulty recognizing the importance of management of personal finances.

Standard 4: SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

8.4.1 Use various map forms, tools, and technologies to acquire, process, and report information related to social studies.

Level 4: Student demonstrates advanced skills in using various map forms, tools, and technologies to acquire, process, and report information related to social studies.

Level 3: Student demonstrates ability to use various map forms, tools, and technologies to acquire, process, and report information related to social studies.

Level 2: Student is able to use some map forms, tools, and technologies to acquire, process, and report information related to social studies.

Level 1: Student has difficulty using map forms, tools, and technologies to acquire, process, and report information related to social studies.

8.4.2 Use primary and secondary sources to gather, interpret, analyze, and evaluate information related to social studies.

Level 4: Student uses primary and secondary sources at an advanced level to gather, interpret, analyze, and evaluate information related to social studies.

Level 3: Student uses primary and secondary sources to effectively gather, interpret, analyze, and evaluate information related to social studies.

Level 2: Student has some success using primary and secondary sources to gather, interpret, analyze, and evaluate information related to social studies.

Level 1: Student has little or no success using primary and secondary sources to gather, interpret, analyze, and evaluate information related to social studies.

8.4.3 Use technology to gather, organize, record, interpret, and evaluate information related to social studies.

Level 4: Student demonstrates an advanced knowledge of using technology to gather, organize, record, interpret, and evaluate information related to social studies.

Level 3: Student is proficient at using technology to gather, organize, record, interpret, and evaluate information related to social studies.

Level 2: Student has some success using technology to gather, organize, record, interpret, and evaluate information related to social studies.

Level 1: Student has little or no success using technology to gather, organize, record, interpret, and evaluate information related to social studies.

Standard 5: THE ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

8.5.1 Know the rights and responsibilities of an effective American citizen.

Level 4: Student provides a detailed description of the rights and responsibilities of an effective American citizen.

Level 3: Student describes the rights and responsibilities of an effective American citizen.

Level 2: Student provides a limited description of the rights and responsibilities of an effective American citizen.

Level 1: Student provides little or no description of the rights and responsibilities of an American citizen.

8.5.2 Understand the necessity of citizen participation in the political process.

Level 4: Student analyzes the necessity of citizen participation in the political process.

Level 3: Student describes the necessity of citizen participation in the political process.

Level 2: Student partially describes the necessity of citizen participation in the political process.

Level 1: Student provides little or no description of the necessity of citizen participation in the political process.

Standard 6: GEOGRAPHY

Students understand geographic elements as applied to social studies.

8.6.1 Understand how to use geographic tools to describe and locate physical features and places.

Level 4: Student uses explanations to effectively demonstrate how to use geographic tools to describe and locate physical features and places.

Level 3: Student explains how to use geographic tools to describe and locate physical features and places.

Level 2: Student provides a limited explanation of how to use geographic tools to describe and locate physical features and places.

Level 1: Student provides little or no explanation of how to use geographic tools to describe and locate physical features and places.

8.6.2 Understand the relationship between the characteristics of various world places and regions and historical events and people.

Level 4: Student gives a detailed explanation of the relationship between the characteristics of various world places and regions and historical events and people.

Level 3: Student explains the relationship between the characteristics of various world places and regions and historical events and people.

Level 2: Student gives a limited explanation of the relationship between the characteristics of various world places and regions and historical events and people.

Level 1: Student has difficulty explaining the relationship between the characteristics of various world places and regions and historical events and people.

8.6.3 Understand how Earth's physical system influences human systems.

Level 4: Student describes and demonstrates how Earth's physical system influences human systems.

Level 3: Student describes how Earth's physical system influences human systems.

Level 2: Student provides a limited description of how Earth's physical system influences human systems.

Level 1: Student gives little or no description of how Earth's physical system influences human systems.

8.6.4 Understand how human activity affects the physical environment.

Level 4: Student uses examples to describe how human activity affects the physical environment.

Level 3: Student describes how human activity affects the physical environment.

Level 2: Student provides a limited description of how human activity affects the physical environment.

Level 1: Student provides little or no description of how human activity affects the physical environment.

8.6.5 Understand how geography concepts and tools are used to interpret the past, understand the present, and plan for the future.

Level 4: Student provides a detailed explanation of how geography concepts and tools are used to interpret the past, understand the present, and plan for the future.

Level 3: Student explains how geography concepts and tools are used to interpret the past, understand the present, and plan for the future.

Level 2: Student provides a limited explanation of how geography concepts and tools are used to interpret the past, understand the present, and plan for the future.

Level 1: Student has difficulty explaining how geography concepts and tools are used to interpret the past, understand the present, and plan for the future.

Standard 7: CULTURE

Students understand the importance of culture.

8.7.1 Understand the relationship between socio-economics and culture.

Level 4: Student analyzes the relationship between socio-economics and culture.

Level 3: Student describes the relationship between socio-economics and culture.

Level 2: Student provides a limited description of the relationship between socio-economics and culture.

Level 1: Student provides little or no description of the relationship between socio-economics and culture.

8.7.2 Understand how culture influences gender roles, ethics, and ideology.

Level 4: Student describes and gives examples how culture influences gender roles, ethics, and ideology.

Level 3: Student describes how culture influences gender roles, ethics, and ideology.

Level 2: Student provides a limited description of how culture influences gender roles, ethics, and ideology.

Level 1: Student has difficulty describing how culture influences gender roles, ethics, and ideology.

8.7.3 Understand how culture influences family relationships, religion, and social institutions.

Level 4: Student analyzes how culture influences family relationships, religion, and social institutions.

Level 3: Student describes how culture influences family relationships, religion, and social institutions.

Level 2: Student provides a limited description of how culture influences family relationships, religion, and social institutions.

Level 1: Student provides little or no description of how culture influences family relationships, religion, and social institutions.

Standard 8: SOCIOLOGY AND PSYCHOLOGY

Students understand the basic concepts of sociology and psychology.

8.8.1 Understand the process of emerging personality growth and development.

Level 4: Student analyzes the process of emerging personality growth and development.

Level 3: Student explains the process of emerging personality growth and development.

Level 2: Student provides a limited explanation of the process of emerging personality growth and development.

Level 1: Student has difficulty explaining the process of emerging personality growth and development.

8.8.2 Understand the principles governing individual and group behavior within social structures.

Level 4: Student provides a detailed description of the principles governing individual and group behaviors within social structures.

Level 3: Student describes the principles governing individual and group behaviors within social structures.

Level 2: Student describes some of the principles governing individual and group behaviors that govern social structures.

Level 1: Student has difficulty describing the principles governing individual and group behaviors that govern social structures.

8.8.3 Understand how individuals and institutions influence each other.

Level 4: Student assesses how individuals and institutions influence each other.

Level 3: Student describes how individuals and institutions influence each other.

Level 2: Student provides a limited description of how individuals and institutions influence each other.

Level 1: Student has difficulty describing how individuals and institutions influence each other.

Standard 9: SOVEREIGNTY

Students understand the concept of sovereignty and its relation to tribal nations in North Dakota.

8.9.1 Know the significant events and people in the history of sovereign tribal nations in North Dakota.

Level 4: Student provides a detailed description of the significant events and people in the history of sovereign tribal nations in North Dakota.

Level 3: Student describes the significant events and people in the history of sovereign tribal nations in North Dakota.

Level 2: Student provides a limited description of the significant events and people in the history of sovereign tribal nations in North Dakota.
Level 1: Student provides little or no description of the significant events and people in the history of sovereign tribal nations in North Dakota.

8.9.2 Understand how political, social, and economic forces have affected the sovereignty of tribal nations in North Dakota.

Level 4: Student provides a detailed description of how political, social, and economic forces have affected the sovereignty of tribal nations in North Dakota.

Level 3: Student describes how political, social, and economic forces have affected the sovereignty of tribal nations in North Dakota.

Level 2: Student provides a limited description of how the political, social, and economic forces have affected the sovereignty of tribal nations in North Dakota.

Level 1: Student provides little or no description of how the political, social, and economic forces have affected the sovereignty of tribal nations in North Dakota.

PERFORMANCE LEVELS FOR STANDARDS AND BENCHMARKS

Grades 9 - 12

9-12 PERFORMANCE LEVELS FOR STANDARDS AND BENCHMARKS

Standard 1: NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

12.1.1 Understand the role of chronological thinking in describing and investigating historical events and time periods.

Level 4: Student accurately relates time periods of history, sequencing events using thorough processes of investigation and description.

Level 3: Student relates time periods of history, sequencing events using processes of investigation and description.

Level 2: Student partially relates time periods of history, sequencing events using limited processes of investigation and description.

Level 1: Student has difficulty relating time periods of history, sequencing events using little or no processes of investigation and description.

12.1.2 Understand the principles governing historical analysis and interpretation.

Level 4: Student explains similarities and differences among various perspectives of history.

Level 3: Student identifies similarities and differences among various perspectives of history.

Level 2: Student makes some errors when recognizing similarities and differences among various perspectives of history.

Level 1: Student has difficulty recognizing similarities and differences among various perspectives of history.

12.1.3 Understand the development and influence of world civilizations.

Level 4: Student identifies the major factors that facilitated the development of world civilizations and examines their subsequent impacts.

Level 3: Student identifies the factors that facilitated the development of world civilizations and displays awareness of their subsequent impacts.

Level 2: Student identifies some of factors that facilitated the development of world civilizations and displays limited awareness of their subsequent impacts.

Level 1: Student has difficulty identifying the factors that facilitated the development of world civilizations and is unsure of their subsequent impacts.

12.1.4 Understand how key events, people, and ideas affected United States history.

Level 4: Student evaluates how key events, people, and ideas affected U.S. history.

Level 3: Student describes how key events, people, and ideas affected U.S. history.

Level 2: Student partially describes how key events, people, and ideas affected U.S. history.

Level 1: Student recognizes how key events, people, and ideas affected U.S. history.

12.1.5 Understand how key events, people, and ideas affected world history.

Level 4: Student evaluates how key events, people, and ideas affected world history.

Level 3: Student describes how key events, people, and ideas affected world history.

Level 2: Student partially describes how key events, people, and ideas affected world history.

Level 1: Student recognizes how key events, people, and ideas affected world history.

Standard 2: POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

12.2.1 Understand the structures and purposes of governments.

Level 4: Student compares the key components and purposes of governments.

Level 3: Student explains the key components and purposes of governments.

Level 2: Student identifies the key components and purposes of governments.

Level 1: Student demonstrates awareness of the key components and purposes of governments.

12.2.2 Understand the foundations, operations, and structures of the American political system.

Level 4: Student analyzes the process by which the American political system operates.

Level 3: Student describes the process by which the American political system operates.

Level 2: Student partially describes the process by which the American political system operates.

Level 1: Student recognizes the process by which the American political system operates.

12.2.3 Understand the role of American political institutions in international affairs.

Level 4: Student evaluates the involvement of American political institutions in international affairs.

Level 3: Student describes the involvement of American political institutions in international affairs.

Level 2: Student identifies the involvement of American political institutions in international affairs.

Level 1: Student recognizes the involvement of American political institutions in international affairs.

Standard 3: ECONOMIC SYSTEMS

Students understand different types of economic systems.

12.3.1 Understand the principles and problems of traditional, command, market, and mixed economies.

Level 4: Student analyzes the principles and problems of traditional, command, market, and mixed economies.

Level 3: Student explains the principles and problems of traditional, command, market, and mixed economies.

Level 2: Student identifies some principles or problems of traditional, command, market, and mixed economies.

Level 1: Student has difficulty identifying principles or problems of traditional, command, market, and mixed economies.

12.3.2 Understand how major economic forces and institutions influence individual decisions of producers, consumers and investors.

Level 4: Student assesses the impact of major economic forces and institutions on the marketplace.

Level 3: Student explains how major economic forces and institutions impact the marketplace.

Level 2: Student identifies how major economic forces and institutions impact the marketplace.

Level 1: Student has difficulty recognizing how major economic forces and institutions impact the marketplace.

12.3.3 Understand how interdependence affects the global marketplace.

Level 4: Student analyzes how national economies and their components are interrelated and dependent.

Level 3: Student describes how national economies and their components are interrelated and dependent.

Level 2: Student recognizes how national economies and their components are interrelated and dependent.

Level 1: Student is aware that national economies and their components are interrelated and dependent.

Standard 4: SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

12.4.1 Use primary sources to analyze, interpret, evaluate, or synthesize information related to social studies.

Level 4: Student defends the use of the primary sources to exercise critical thinking skills in the social studies.

Level 3: Student uses primary sources to exercise critical thinking skills in the social studies.

Level 2: Student has difficulty using primary sources to exercise critical thinking skills in the social studies.

Level 1: Student identifies primary sources to exercise critical thinking skills in the social studies.

12.4.2 Interpret and evaluate the credibility of primary and secondary sources.

Level 4: Student defends, interprets, and evaluates the credibility of primary and secondary sources.

Level 3: Student distinguishes credibility as it relates to primary and secondary sources.

Level 2: Student discusses credibility as it relates to primary and secondary sources.

Level 1: Student examines primary and secondary sources without a critical eye.

12.4.3 Use technology to access, record, and analyze information related to social studies.

Level 4: Student integrates technologically gathered information to address social studies related issues.

Level 3: Student demonstrates adequate skills with the use of several technologies to address social studies related issues.

Level 2: Student uses some technology to address social studies related issues.

Level 1: Student has difficulty using technology to address social studies related issues.

Standard 5: THE ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

12.5.1 Understand the benefits and challenges of the rights of citizenship.

Level 4: Student assesses the benefits and challenges of the rights of citizenship.

Level 3: Student summarizes the benefits and challenges of the rights of citizenship.

Level 2: Student identifies the benefits and challenges of the rights of citizenship.

Level 1: Student has little or no awareness of the benefits and challenges of the rights of citizenship.

12.5.2 Understand the responsibilities of citizenship and the components of civic participation.

Level 4: Student analyzes the responsibilities of citizenship and the components of civic participation.

Level 3: Student relates the responsibilities of citizenship to the components of civic participation.

Level 2: Student recognizes the responsibilities of citizenship and the components of civic participation.

Level 1: Student has limited or no understanding of the responsibilities of citizenship and the components of civic participation.

Standard 6: GEOGRAPHY

Students understand geographic elements as applied to social studies.

12.6.1 Understand the relationship between geographic elements and concepts in history, government, and economics.

Level 4: Student integrates the relationship between geographic elements and concepts in history, government, and economics.

Level 3: Student describes the relationship between geographic elements and concepts in history, government, and economics.

Level 2: Student identifies the relationship between geographic elements and concepts in history, government and economics.
Level 1: Student recognizes the relationship between geographic elements and concepts in history, government, and economics.

12.6.2 Understand the interactions of geography and the physical and human environment.

Level 4: Student analyzes the geographic interaction within and between the physical and human environments.

Level 3: Student describes the geographic interaction within and between the physical and human environments.

Level 2: Student identifies the geographic interaction within and between the physical and human environments.

Level 1: Student recognizes the geographic interaction within and between the physical and human environments.

12.6.3 Know the characteristics and uses of geographic tools and use these tools to organize and communicate information.

Level 4: Student uses and evaluates the application of geographic tools to organize and communicate information.

Level 3: Student demonstrates knowledge of and appropriate use of the geographic tools to organize and communicate information.

Level 2: Student demonstrates a limited knowledge of and use of geographic tools to organize and communicate information.

Level 1: Student has difficulty demonstrating knowledge of and use of geographic tools to organize and communicate information.

Standard 7: CULTURE

Students understand the importance of culture.

12.7.1 Understand how variations in the elements of culture lead to diversity among cultures.

Level 4: Student compares how variations in the elements of culture lead to diversity among cultures.

Level 3: Student explains how variations in the elements of culture lead to diversity among cultures.

Level 2: Student recognizes how variations in the elements of culture lead to diversity among cultures.

Level 1: Student has limited knowledge of how variations in the elements of culture lead to diversity among cultures.

12.7.2 Understand the role of the humanities, religion, and beliefs in defining and preserving culture.

Level 4: Student interprets the function of humanities, religion, and beliefs in defining and preserving culture.

Level 3: Student identifies the function of the humanities, religion, and beliefs in defining and preserving culture.

Level 2: Student partially identifies the function of humanities, religion, and beliefs in defining and preserving culture.

Level 1: Student has little or no understanding of the function of humanities, religion, and beliefs in defining and preserving culture.

Standard 8: SOCIOLOGY AND PSYCHOLOGY

Students understand the basic concepts of sociology and psychology.

12.8.1 Know the process of personality growth and development.

Level 4: Student analyzes the process of personality growth and development.

Level 3: Student explains the factors within the process of personality growth and development.

Level 2: Student identifies the factors within the process of personality growth and development.

Level 1: Student recognizes the existence of a process of personality growth and development.

12.8.2 Understand the principles governing human behavior within social structures.

Level 4: Student analyzes the principles governing human behavior as defined by social structures.

Level 3: Student describes the principles governing human behavior as defined by social structures.

Level 2: Student partially describes how the principles governing human behavior are defined by social structures.

Level 1: Student has difficulty describing how the principles governing human behavior are defined by social structures.

12.8.3 Understand how experimental methods are applied to the study of the basic concepts of sociology and psychology.

Level 4: Student applies experimental methods in the study of the basic concepts of sociology and psychology.
Level 3: Student explains the role of experimental methods in the study of the basic concepts of sociology and psychology.

Level 2: Student recognizes the role of experimental methods in the study of the basic concepts of sociology and psychology.

Level 1: Student has little or no recognition of the role of experimental methods in the study of the basic concepts of sociology and psychology.

Standard 9: SOVEREIGNTY

Students understand the concept of sovereignty in relation to the tribal nations of North Dakota.

12.9.1 Understand the role of constitutional provisions, Supreme Court cases and laws in forming the basis of the federal-Indian relationship.

Level 4: Student explains the constitutional, judicial, and legislative foundations for the federal-Indian relationship.

Level 3: Student identifies the constitutional, judicial, and legislative foundations for the federal-Indian relationship.

Level 2: Student identifies some of the constitutional, judicial, and legislative foundations for the federal-Indian relationship.

Level 1: Student has difficulty identifying the constitutional, judicial, and legislative foundations for the federal-Indian relationship.

12.9.2 Understand the historical role of treaty making in the relationship between the United States government and the Indian nations.

Level 4: Student explains the historical role of treaty making in federal-Indian relations.

Level 3: Student recognizes the historical role of treaty making in federal-Indian relations.

Level 2: Student has difficulty recognizing the historical role of treaty making in federal-Indian relations.

Level 1: Student has little or no recognition of the historical role of treaty making in federal-Indian relations.

12.9.3 Understand the significance of major issues, events, and conflicts in tribal history.

Level 4: Student analyzes the key issues, events, and conflicts in tribal history.

Level 3: Student describes the key issues, events, and conflicts in tribal history.

Level 2: Student identifies the key issues, events, and conflicts in tribal history.

Level 1: Student recognizes the key issues, events, and conflicts in tribal history.

12.9.4 Understand how political and economic forces have affected the sovereignty of tribal nations in North Dakota.

Level 4: Student analyzes how political and economic forces have affected the sovereignty of tribal nations in North Dakota.

Level 3: Student describes how political and economic forces have affected the sovereignty of tribal nations in North Dakota.

Level 2: Student identifies how political and economic forces have affected the sovereignty of tribal nations in North Dakota.

Level 1: Student has difficulty identifying how political and economic forces have affected the sovereignty of tribal nations in North Dakota.

12.9.5 Understand tribal concerns within the tribal community and outside the reservation.

Level 4: Student analyzes internal and external tribal concerns.

Level 3: Student examines internal and external tribal concerns.

Level 2: Student identifies internal and external tribal concerns.

Level 1: Student recognizes internal and external tribal concerns.

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Websites

www.civiced.org (Center for Civic Education)

www.dpi.state.nd.us/standard/content.shtm (North Dakota Standards)

www.history.org/nche (National Center for History Education)

www.kidsvotingusa.org (Kids Voting)

www.nationalcouncil.org (Council on Economic Education)

www.ncss.org (National Council for the Social Studies)

www.ngs.org (National Geographic Society)

www.online.masu.nodak.edu/divisions/hssdiv/meartz/ndga0.htm (ND Geographic Alliance)

www.thehistorynet.com/NationalHistoryDay/ (National History Day)

RESOURCES

Agencies/Organizations

- Local Economic Development Agencies (see yellow pages of phone book)
- Local historical societies (see yellow pages of phone book)
- National Council for the Social Studies
  3501 Newark Street, NW
  Washington, DC 20016
  Phone: (202) 966-7840
  Fax: (202) 966-2061
  http://www.ncss.org
- National Geographic Society
  1145 17th Street NW
  Washington, DC 20036-4688
  Phone: (800) 647-5463
  http://www.nationalgeographic.com
- North Dakota Department of Agriculture
  600 E. Boulevard Avenue Dept 602
  Bismarck, ND 58505-0020
  Phone: (701) 328-2231 or 800-242-7535
  Fax: (701) 328-4567
  ndda@state.nd.us
  http://www.state.nd.us/agr
- North Dakota Department of Public Instruction
  600 E. Boulevard Avenue Dept 201
  Bismarck, ND 58505-0440
  Phone: (701) 328-2260
  Fax: (701) 328-2461
  http://www.dpi.state.nd.us
- North Dakota Department of Tourism
  604 E. Boulevard Avenue Dept 740
  Bismarck, ND 58505-0825
  Phone: (701) 328-2525
  Fax: (701) 328-4878
  http://www.ndtourism.com
- North Dakota Economic Development and Finance
  1833 E. Bismarck Expressway
  Bismarck, ND 58504
  Phone: (701) 328-5300
  Fax: (701) 328-5320
  http://www.growingnd.com

- North Dakota Geographic Alliance
  Minot State University
  500 University Avenue West
  Minot, ND 58707
  Phone: (701) 858-3063
  Fax: (701) 858-3165
  http://www.online.masu.nodak.edu/divisions/hssdiv/meartz/ndga0.htm

- North Dakota Legislative Council
  600 E. Boulevard Avenue, 2nd Floor
  Bismarck, ND 58505-0360
  Phone: (701) 328-2916
  Fax: (701) 328-3615
  http://www.state.nd.us/lr/

- North Dakota Office of Attorney General
  600 E. Boulevard Avenue Dept 125
  Bismarck, ND 58505-0040
  Phone: (701) 328-2210
  Fax: (701) 328-2226
  http://www.ag.state.nd.us/ndag

- North Dakota Supreme Court
  Judicial Wing, First Floor, State Capitol
  Bismarck, ND 58505-0530
  Phone: (701) 328-2221
  Fax: (701) 328-4480
  http://www.court.state.nd.us/

- North Dakota Tax Department
  600 E. Boulevard Avenue
  Bismarck, ND 58505-0599
  Phone: (701) 328-2770
  Fax: (701) 328-3700
  http://www.state.nd.us/taxdpt/

- State Historical Society of North Dakota
  North Dakota Heritage Center
  612 E. Boulevard Avenue
  Bismarck, ND 58505-0830
  Phone: (701) 328-2666
  http://www.state.nd.us/hist/hcenter.htm

- United States Census Bureau
  4700 Silver Hill Road
  Suitland, MD 20746
  Phone: (301) 457-4608
  http://www.census.gov
  Mailing address
  United States Census Bureau
  Washington, DC 20233

GLOSSARY

Advanced: Proficient beyond grade level.

Analyze: To separate a whole into its parts or elements.

Assess: To determine the importance or value.

Command Economy: Economics where control is centralized or removed from producers and consumers, as in communism or some forms of socialism.

Compare: To look at similarities and differences.

Culture: Learned behavior of people; including their behavior systems and languages, their social relationships, their institutions and organizations, and their material goods.

Currency: A medium of exchange, such as coins and paper bills.

Demonstrate: To prove or show knowledge of something by explanation.

Describe: To draw an account in words.

Display: To give evidence of, to provide information.

Economics: The branch of social science that deals with the production, distribution, and consumption of goods and services and their management. (syn: economic science, political economy).

Economy: 1) The way a country or a place uses natural resources or produces goods and services. 2) The system or range of economic activity in a country, region, or community.

Effective: Having an intended or expected outcome.

Elaborate: To add relevant detail or embellishments to the explanation.

Evaluate: To determine the significance, worth, or condition of, usually by careful appraisal and study; to examine and appraise.

Explain: To make plain or account for something.

Examine: To inspect or inquire carefully into something.

Facilitate: The process to make easy or easier.

Geographic Interaction: Understanding how people develop unique patterns of living suited to their particular environment or make changes to their environment (e.g. building of dams or tunnels) to meet their needs.

Geography: 1) The study of the earth and its features and of the distribution of life on the earth including human life and the effects of human activity. 2) The physical characteristics, especially the surface features, of an area.

Global: Worldwide.
Human System: 1) A system, thought, or action concerned primarily with human interests and ideas. 2) The development of a culture based on the environment.

Identify: To establish or verify something as being a particular person or thing.

Institution: An established organization or foundation, especially one dedicated to education, public service or culture.

Integrate: To unite with something, or to incorporate into a larger unit; to blend into a unified whole.

Interdisciplinary: Relating to, or involving two or more academic disciplines that are usually considered distinct.

Interrelationship: A mutual or reciprocal relationship.

Knowledge: Familiarity, awareness, or understanding gained through experience or study.

Limited: Not attaining the highest goals of achievement; mediocre or a small range of success.

Minimal: The lowest level of performance; barely adequate.

Model: A representation of something that may be used for analysis or comparison.

Multicultural: Pluralistic society which includes a number of subcultures.

Primary Source: 1) Information that comes from someone who took part in what they are describing; a quotation or a poem can be a primary source. 2) A record made by people who saw or took part in an event. 3) A first hand account of an event, such as an official document, a diary, or a letter.

Proficient: To demonstrate a high rate of attainment in some knowledge, art, or skill.

Recognize: To identify something on the basis of previous experience.

Relate: To tell or narrate, to be connected, or to demonstrate a connection.

Secondary Source: 1) A record or event written by someone who was not there at the time. 2) Information from a "second hand" source. 3) A written record of the past, such as a book by a historian based on information from one or more primary sources.

Simulate: 1) To create a representation or model of (e.g. a physical system or particular situation). 2) To produce conditions and problems of a process or event. 3) To make something that has the appearance of a real thing, but without the reality.

Sovereignty: Supreme and independent power or authority in government as possessed or claimed by a state or community.

Structure: The specific way an entity and its parts are organized and arranged.

Synthesize: To join together separate or subordinate parts into a whole.

Understand: To grasp or comprehend the meaning intended or expressed by another.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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